

Education Is Everybody's Business

EDUCATION WEEK



MARCH 2nd to 8th
1952

*Published under the sponsorship of
The Alberta Education Council*

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EDUCATION WEEK BULLETIN

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EDUCATION IN ALBERTA

Hon. Ivan Casey, Minister of Education

The Department of Education of the Province of Alberta is one of several departments of provincial administration. Since it concerns probably a quarter of our entire population, involves provincial expenditure of twelve millions of dollars and municipal expenditures of twenty millions, and is concerned with every inhabited part of our province, it has many problems of a peculiar nature and is of great importance to the present and future of the province.

Development or change in any educational system is slow, and tangible results are difficult to evaluate. You can see a road or a building and you have something of a concrete nature which can be assessed, but it is not so with education. There appears to be no given time or point at which we can make a concrete evaluation of results for effort put forth or money expended.

The problems of buildings, equipment, teachers, texts and curricula are so interwoven and inseparable that one problem cannot be judged, criticised or praised separately, nor can one part be changed or remodelled without the whole being taken into consideration. Problems in education do not diminish, they merely seem to change and the changes do not follow any regular pattern or routine but appear to be in a state of unpredictable flux from year to year.

During Education Week it is of the utmost importance to draw these problems to the attention of all citizens. We must also attempt to obtain the cooperation and active support of the people in the solution of educational problems.

Education Week is also an opportune time to point out the accomplishments and developments of recent date so that the public is aware of the bright side of the picture as well as the dark side.

Is it not also the opportune time to express our appreciation and thanks to the many individuals and organizations which have unstintingly given of their time and effort to advance the cause of education throughout our land.

EDUCATIONAL PROBLEMS

Dr. W. H. Swift, Deputy Minister of Education

Education Week is designed to bring the schools to the attention of the people. For those who have children at school this may seem superfluous, since under such circumstances the school seems perpetually to invade the home in some fashion or other. The invasion, however, is one which, despite the light it may throw on school life and doings, is inevitably incomplete and very probably distasteful, since the pupil or high school student usually reports on those things which impress or concern him, and especially should they displease him.

The school, meaning thereby all those who are responsible for the school's program—teachers, supervisors, curriculum workers and administrators—has no illusions about the nature of its results which, in comparison with an ideal, fall far short. This has always been so, and whether it is more or less so than at some previous time is not a very productive subject for debate. Whether we wish or not, we cannot restore the total environment of twenty, forty or sixty years ago, and the schools cannot isolate themselves from their environment, either from the standpoint of what they must try to do nor from that of the influences, over which they have little or no control, which profoundly influence what they or their pupils do.

Television is about to enter Canada. What will be its effect on schools? Surveys in the United States reveal that high school pupils spend, on the average, in some communities, 25 or more hours per week televiewing. Think what that means—more time before a television set than in school! What be-

comes of homework, whether of formal or research in type? What becomes of supplementary reading and the development of an interest in books? What becomes of adequate sleep? What becomes of interest in school work in competition with such an absorption? What becomes of school extra curricular activities? Perhaps ways and means will be found to counteract this competitor for the pupil's time and interest. Perhaps ways and means may even be found to harness it so that it becomes an ally or does part of the school's work.

In the meantime it points up dramatically, one might say spectacularly, the fact that the effectiveness of the school is dependent, not only upon its own efficiency, but upon the circumstances within which it operates.

Let us look at some aspects of the school's work about which concern is felt.

1. THE EXPANDING CURRICULUM

It is clear to all that schools now attempt, at all levels, to include in their programs more than they used to. Just what is new and what is old depends upon how many years back one goes. There was a time, not so long ago, relatively, when science was battling for admission, and even history at an earlier date. Let us come fairly close up to the present and consider such newcomers as guidance, consumer education, dramatics, alcohol education, family living and interior decoration. Each one of these has found its way into the school, either here or elsewhere, because of a demand by society or some part of it, because

of the evidence that it serves, or would serve, a useful purpose, and that the need it serves has become sufficiently widespread in our society that there has developed a sense of urgency about it. The dilemma of the school then becomes, "What shall we omit?" or "What shall we reduce in emphasis, to allow some place for these manifestly useful things?" Some would say, "Don't admit them at all." This the school can scarcely do, in part because of the vocal demands of society, and partly because to isolate the schools from the changing society they serve would leave them stagnant and unreal. Cautious but steady evolution of curriculum paralleling social needs appears to be the only possible course.

2. THE MOTIVATION OF PUPILS

The teacher's dream is of a class or succession of classes so imbued with interest and so dedicated to a goal that they pursue their studies with a diligence which, in turn, inspires the teacher to outdo himself in serving them. True, the teacher, himself, is by no means a small factor in the development of zeal in his pupils. Teachers who reach and maintain high levels of inspirational teaching are not too plentiful and even the best find they are often reaching only a small part of their classes.

Whatever the combination of causes, we have in our high schools large numbers of pupils who have no urge or desire to do well. On the contrary, there exists among many a sort of cult of the mediocre, a disdain, whether real or feigned, of achievement and good work. The school, of course, finds itself asking, "Do these pupils merely reflect what they see and hear at home, at work or in society?" Some people find themselves asking, "Ought not such pupils to be ruthlessly elimin-

ated from high school, leaving the interested pupils and the staff free to devote their energies more profitably?" Some have said, "Is it not that the high school program is not sufficiently varied to appeal to students who have not academic abilities or interests?"

In some or various manners the school, the home and society must find still further means of combating this attitude.

3. CHARACTER AND PERSONALITY

Recently a group of business men in Alberta conducted a panel discussion about our schools. While they had something to say about the basic skills of English and arithmetic, it was significant that their chief criticisms of the young people coming to them for employment centred about traits of character and personality. Without condemning all young people, they stated that an alarmingly high proportion manifest such weaknesses as the following. They are guilty of petty theft of money or goods. They do not give an honest day's work. They are wasteful of the employer's time. They do not willingly do something extra on occasion when needed. They move from job to job without apparent reason. They seem not to regard their job as an opportunity to learn and improve themselves.

For these and other deficiencies it is difficult to isolate the causes. It may be said that if the schools were more demanding of their pupils, more rigid in discipline, better products would find their way out. Yet it is not evident that rigid discipline produces self-discipline, which seems to be needed. It may be said that social patterns and attitudes among adults fail to guide our young people or make them receptive to precept.

Character is not easily produced by teaching. It arises from example and environment. It follows closely the social pattern in which it evolves. The school is conscious of being a considerable segment of that pattern. It believes that by and large it is on the right side. It is striving to find ways and means of being more effective but here, perhaps

more than in any other aspect of its work, it needs the reinforcement of home and social influences.

The school has many problems. These are society's problems, for the school exists in and for society. It solicits the help, advice and sympathetic understanding of society in its task.

Facts Not Generally Known -

1. Objective or new type tests on Departmental examinations were first introduced in the Province in 1931 in physics and history of grade XI.
2. Up to 1911 high school grades in Alberta were called Standard VI, Standard VII and Standard VIII.
3. Unless the School Board specifically directs that it be not done, school is to be opened by the Lord's Prayer and Scripture reading.
4. The inspector is by law in charge of the school when he is present, and he may after consultation with the teacher or principal cause students to be promoted or demoted. By implication he is *IN LOCO MAGISTRI* but by tradition he does not exercise punitive power.
5. The Kellogg Foundation is sponsoring at a cost of approximately \$250,000, a project in the improvement of the supervision and administration of large school areas in Canada. All ten provinces will co-operate in conference and training courses for school superintendents, the first of these conferences to be given at the University of Alberta in the summer of 1952.
6. There are now three counties in operation in Alberta at Grande Prairie, Vulcan and Ponoka.

What The Alberta Teachers' Association Stands For

1. An immediate minimum of two years of training with the ultimate objective of a university degree for every teacher
2. Requirements for entrance into the Faculty of Education, for all programs, to be at least the equivalent of entrance into any other faculty
3. Full teacher participation in curriculum making
4. The right of teachers to appeal to a Board of Reference in case of dismissal or transfer
5. Academic and personal freedom for teachers
6. The right of the Alberta Teachers' Association to represent the teaching profession of Alberta on all educational boards and committees
7. School boards that are elected and financially independent
8. A broadening of the field of taxation for educational purposes
9. Adequate provincial grants for elementary and secondary education
10. Professional salaries for teachers with rights of collective bargaining
11. Adequate retirement allowances for teachers
12. The right of the association to discipline its own members

Martin Gimby
President

Eric Ansley
General Secretary-Treasurer

DO YOU KNOW THAT . . . ?

1. Three hundred and fifty-seven retirement allowances have been granted by the Board of Administrators of the Teachers Retirement Fund, of which two hundred and seven were granted under the By-laws in effect before April 1, 1948, and one hundred and fifty under the present By-laws?
2. The average pension paid to teachers who have retired since April 1, 1948, is approximately \$85 a month?
3. A disability allowance may be granted to a teacher who has become totally disabled, provided he has ten years of teaching service?
4. There are twenty-seven teachers receiving disability allowances?
5. Four hundred and twenty refunds of contributions to the Teachers' Retirement Fund were made in 1951 to teachers who had withdrawn from the profession?
6. Payment of contributions and death benefits was made from The Teachers Retirement Fund to the estates of eleven teachers, during 1951?
7. All teachers who were granted pension before April 1, 1948, are receiving \$65 a month, this being an average pension of \$38.72 with an additional allowance of \$26.28 from the Alberta Teachers' Association Supplementary Pension Fund?
8. Teachers in Alberta schools do not have the same freedom as British teachers in planning the curriculum they follow or in choosing the textbooks they use.
9. 35% of the total expenditure on education in the Province of Nova Scotia is contributed by the Provincial Government.
10. The salaries of all Superintendents of Schools in Alberta are lower than those of many teachers whom they supervise.
11. It costs about \$300,000,000 per year to operate our Canadian public schools.
12. Teachers' salary schedules in 33 Alberta School Divisions provide annual increments that vary from a maximum of \$16.67 to a minimum of \$4.17 per month. For a university degree the increment in basic salary varies from \$500 to \$1000 per year (Median value \$800).
13. A teacher may not be a trustee, but he may be secretary of the school board.
14. School Boards may, up to June 15, give notice to teachers of termination of contract to take effect the end of July. Teachers may resign up to July 15, to take effect by August 15, but not in any other month. Termination of contract other than the above may be effected only by permission of the Minister of Education.

ENTERPRISE EDUCATION

Dr. W. D. McDougall, Professor of Education, University of Alberta

In the thousand or so words at the disposal of the writer an attempt will be made to answer some of the many questions which are asked about enterprise education.

1. What is an enterprise?

An enterprise is an undertaking assumed by the pupils and teacher through which they hope to achieve a desired objective. Present any group of children with a situation which challenges their interest stimulates their thinking and motivates their learning and the inevitable consequence will be vigorous and concerted effort, which, under skillful teacher guidance, can be directed to the achievement of ends desired by both pupils and teacher. When learners of any age know why they are doing what they are doing, there can be no question as to the effectiveness and permanence of such learning.

2. Is the enterprise psychologically, philosophically and socially sound?

It is a truism of education that the child learns best under his own power, indeed he can learn in no other way. Certainly the teacher cannot learn for him. All the teacher can do is to organize the learning areas into units suitable for various age and ability groups and to motivate and direct the learning procedures and processes skillfully and intelligently. This is a position accepted by all educational psychologists and philosophers.

When the enterprise is examined for its social implications the question is raised as to its effectiveness in the development of desirable social attitudes. Here again psychol-

ogy supports enterprise education. It is known that attitudes are the result of frequent practice in an environment which stimulates a specific response. If the environment is a desirable one it will evoke a desirable response and create a desirable attitude. If the environment is undesirable it will engender an undesirable response and produce an undesirable attitude. In other words both types of attitudes are learned and the learning process is precisely the same in both instances. If the pupils in our schools are to develop into responsible, cooperative and well adjusted citizens they must have the opportunity to practise co-operation and assume responsibility by living in an atmosphere conducive to the growth of desirable group (civilized) responses. Cognizant of the fact that attitudes are influenced by the out of school environments as well as that under the control of the school, the teachers of today are as much concerned as the parents about community influences which may negate the attitude which the school is working to establish. Accordingly teachers seek the advice and cooperation of parents as individuals and through Home and School Associations as never before in the educational history of this province. Teachers know that when the home, the school, the church and the community are working to the same end the effect of all upon the development of the young people of the community is multiplied many times.

3. How is an enterprise carried on?

The competent teacher knows her subject matter, is a master of the

best teaching methods, and, above all, knows her pupils. She knows them as individuals and as a group, knows their strengths and their weaknesses, both academic and social. Armed with this knowledge the teacher selects and plans enterprises designed to fortify the strengths and eliminate the weak ones. Natural's that imposes a serious responsibility upon the individual teachers, but it is one which they must assume as an incapable professional responsibility. No authority sitting in Edmonton is able to prescribe the educational diet most suitable for any group of children. All the Department of Education can do is to delimit broad curricular areas within which the teacher is free to make choices and decisions determined by her perception of the needs of her pupils.

When the enterprise has been planned it is discussed with the pupils and modified as a result of the discussion. Further modifications will be made as the project develops to the stage where the pupils begin to perceive new and intriguing possibilities for exploration and activity. The pupils through the experience of planning with the teacher think out their objectives. These pupil objectives are immediate and real not remote and abstract. The pupils are interested in learning how pioneers lived in order to create a picture or table display truly representative of pioneer life. The teacher will have more intangible objectives. She will be concerned about providing opportunities for group and individual activities, for practice in the reading and language skills, and for the development of creative capacity through art, music, dramatization, and construction.

In the primary grades the enterprise must be centered about the home, the school, and the commun-

ity. These are the regions familiar to the pupils, and as yet their command of the reading skill does not permit them to explore beyond the immediate environment. Once the reading skill has been mastered the pupils are ready and eager to explore the more remote in terms of time and place. They now can cross the ocean with Columbus, endure with Mackenzie, live with the habitants of Old Quebec, stand beside Macdon on the bleak shores of Newfoundland, marvel at the wizardry of Edison, Burbank, and Simpson, and explore the realms of literature, art, and music. The traditional subject matter is an essential ingredient of the enterprise. It is no more possible to make an enterprise without informational sources than it is to make an omelet without eggs.

During the development of the enterprise the pupils will, work as individuals and on committees in their search for information dealing with their various topics. The teacher will assist the committees when necessary, and frequently teach lessons designed to enlarge the pupils' experiences and to facilitate their command of the reading and language skills.

4. Are the skills neglected?

Effective command of the skills of learning and communication, reading, written and oral language, spelling and writing is a must in enterprise education. Without these skills the pupil realizes that his participation in the enterprise is limited and restricted. For him the skills have a precise and definite purpose and their mastery becomes to him a matter of grave personal concern. With this stimulation the learning goes forward apace.

5. Is the enterprise too time consuming?

In answer to this question one must consider relative values. What

is the teacher to do with the time. If the teaching of facts is the primary aim of education, then it can be achieved more expeditiously by more formal methods than by the enterprise. If, however, there are other values sought in addition to informational content, then time is inevitably consumed. Attitudes, appreciations and understandings must be learned and the learning process must be planned and carried through by a carefully selected and organized series of experiences, all of them making inroads upon the school day. The enterprise school weighing factual content against attitudes and other intangibles endeavours to achieve a reasonable balance between the two.

6. Is the enterprise over-weighted by construction activities?

When anyone, child or adult, has an interesting experience, he wants to do something about it. He relates the incidents to his friends, unconsciously dramatizing the while; he writes a story or poem, he paints a picture or makes something with his hands. His stimulated emotions demand an outlet which he finds through some medium of expression.

7. Are any of the enterprise learnings transferred to the senior grades and to the adult world?

The enterprise presents the teacher with an unrivalled opportunity to train her pupils not only in the basic skills but also in the application of these skills in studying various subjects. Pupils are taught how to outline and summarize, how to take

and write notes. These are skills, which if developed in each grade in school, can be of inestimable value to the college student and citizen. Pupils are also deliberately involved in situations requiring group participation, cooperation and responsible action. They learn to exercise initiative and sound judgment. These are skills and qualities which will remain long after the information through which they were practised and acquired has been forgotten.

8. Is the enterprise producing desirable results?

Where the teachers are intelligent and competent, skilled in the teaching art and discriminating students of children, there can be no doubt that their pupils learn more and better than under more formal, class room methods. There is on file an ample array of statistical evidence to support this statement, evidence derived from local as well as foreign sources. In the freer atmosphere of the modern classroom children are happier, brighter and more cheerful; relations with their teachers are on a more personal and human basis; and their entire attitude toward this important business of getting an education is more purposeful and natural. A teacher skilled in the use of enterprise techniques can transform school life from a drab, unattractive, imposed task into a thrilling and challenging excursion into the unknown. A weak and ineffective teacher can destroy the initiative and warp the personalities of any children irrespective of the teaching system she advocates and employs.

Are You Surprised?

1. The range of reading ability in a grade V class is about eight grades. The weakest students have grade II reading ability, the most proficient, grade X.
2. 84% of the Canadian population has less than 8 years of schooling. For Alberta the percentage is 46. In only two provinces, British Columbia and Ontario, is the percentage less than in Alberta.

LARGE CLASSES, HEAVY TEACHING LOADS—THE CRUX OF THE MATTER

Mary R. Crawford

Dean of Girls, Victoria Composite High School, Edmonton

The teacher shortage has persisted in Canada for thirty years. It has become chronic. The fact is that a great deal of the effort that has been expended to cure this condition has been an attack of symptoms. One of the basic causes has never been the subject of thorough study and informed advice. When a young person is planning his career he considers two things: first, what the work involves and the conditions under which it is done; and second, the remuneration and the prospect for advancement. Teachers in Canada have become fairly well organized but the little surplus time and energy they have has been spent, largely, on trying to raise their salaries. Even so, they have not managed to keep salaries in pace with those paid in other lines of work and the rapid decline in value of the dollar. It has been like King Canute trying to push back the sea. Departments of Education have worked continuously to provide courses of study consistent with the needs of the modern world. Today their understanding of what is required far outstrips the capacity to implement under existing conditions. Boards of Trustees are actively aware of the need for better physical conditions — modern schools and equipment. They are doing some thing about it. But so far there has been no frontal attack on the problem of teacher-pupil relations in the classroom. Yet that is the crux of the matter.

Canada needs teachers. It is in the secondary schools we must look

for recruits. One morning last week I asked the one hundred students I meet in Social Studies III classes, a typical grade XII group, to take five minutes off from their study to write an unsigned statement on whether they choose to teach and why. They took the assignment seriously and I think the results merit some consideration. Some are considering teaching as either pre-marriage or temporary to finance university employment. They can get better paid jobs in other lines of work without spending a year or two training for them. Twenty-two per cent are definitely not interested; they would not choose to teach under any conditions. Another three per cent is out because, as they say, they have not the ability. Twenty-one per cent, half of them girls, would like to teach because they like children. But they express doubts and fears. They prefer the first grades of elementary school. Not one boy or one girl has any enthusiasm for teaching in the Junior or Senior High School except possibly in the field of Physical Education. The remaining fifty-four per cent are just not candidates. Twenty per cent say a teacher has to have high qualifications, but the pay is low, and there is little opportunity for advancement because there are few positions to which to advance. The remaining thirty-four per cent, a third of the total questioned, add to the argument about more pay, several other objections. Here are a few of those mentioned most frequently: not enough time to do the work — too much work to take home to prepare.

tion for lessons and marking of exercises and tests—nerves wracking or deals with which a teacher puts up—difficulties with insubordinate students—the idea of spending the rest of my life trying to catch the attention of a screaming horde—expected by parents to teach morals and good citizenship to the children—everything seems to be put to the teacher. Perhaps these young people do not realize that there are ordeals and frustrations in other occupations, even in dealing with adults. But they do know about teaching—boys and girls today are observant and smart about some things—and they will have none of it. They prefer the terrors that they know not of.

These conditions which frighten young people away from teaching do exist and they cannot be solved by good over-all administration and discipline alone. They are the result of one factor too many pupils per teacher. I am not talking about averages. This is one of the situations where you cannot bring the magic of averages to the rescue of millions, as Churchill said about pensions. I am talking about the actual classroom situation where a teacher is trying to direct the learning of a group of students.

To be specific. There are classes in Edmonton today in almost all the grades of forty pupils or more. That should not surprise anyone who knows the terrific problem the Board of Trustees has in trying to build schools rapidly enough to take up the slack of years and keep up with the growing population. Buildings are the pressing need of the moment; there has to be a place to put the children's feet before you can start working on their heads. And if I may be permitted to digress a bit I should like to point out that the splendid buildings now being erected in Edmonton and at many other

places in the province will count in a very important way in helping to get recruits for teaching. When I drive to Victoria Composite these winter mornings, plug my car into its place on the power line, step inside, walk down the long terrace corridor with walls and lights gleaming, on to my classroom in green and ivory with floor and desks shining, it gives me a big lift. It is good to work in attractive surroundings. It can almost make a thing endurable which else 'might overtax the brain and treat the heart'.

What alarms me is not the present situation. It is the fact that the administration seems to have decided that thirty-five pupils per teacher is the current classroom situation. This is how it works out in the secondary school. The day of five hours is divided into eight teaching periods. Most teachers meet each day seven different classes, which with the exception of a few optional subjects and the shop units, average thirty-five pupils per class. Here you have it. Thirty-five pupils in thirty-five minutes. A minute a day per pupil, five minutes a week, in which to present a topic, make a proper assignment of work to be done to fix what has been learned, check the work done on the previous assignment and in addition clear up individual difficulties. A minute a day per pupil, it cannot be done. If the teacher extends his five-hour day to ten or more, as most do, he has still only an additional minute a day per pupil, five minutes a week in which to read and correct exercises and make tests. Now frankly, just how much reading and correction can a teacher do of the written work of a high school student in five minutes a week? And where is the extra time to come from to check errors with the individual pupils at school?

to prepare lessons, and to read in his professional field?

Some of the students in senior high school are so eager to learn, so strong in self-discipline, that they get along well. They would get along under almost any conditions. These are the scholars. They were the great majority in the high schools at the turn of the century, today they are the minority. Then there are the few aggressive spirits—some very bright, some the reverse. They demand more than their share of attention and get it. But there are far too many who accept the situation and make few demands. Unless they are mature enough to apply a rigid self-discipline they drag along with little improvement in their spoken or written English or in calculation. They get by with achievement ten, fifteen—even twenty per cent below their capacity. Teachers have not the time to do anything about it. True, a guidance service is being set up. About the best that is accomplished so far is one interview per pupil per year, more if he needs it, or seeks it. But this is not intended to be—and cannot be—a substitute for the detection and remedy of individual difficulties in English, Geometry or Latin.

It can be shown, I think that practically all the problems of teaching and of discipline, the two are closely related, would disappear if classes were smaller. Gather together twenty pupils into a classroom. Soon you will get to know them as persons. Work procedure will become informal, co-operative, relaxed. There you have a class. Now scatter another fifteen about in the periphery of the group of twenty—and you have a mass. It is an entirely different classroom situation which has to be handled differently. Yes, handled—that is the point. I know precisely what I am talking about. I have always had large classes in Social

Studies. But for years I have had one small class, rarely more than twenty, in Economics, a grade XII option. I direct that class, as I do the others. But they work together with each other and with me, using their textbooks and references. Every member of that class does his or her share of asking questions and finding the answers. They all belong and everyone seems as happy to come to the Economics class as I am to see them come. These same pupils sit attentive, perhaps, but silent, docile in a class of thirty-five in Social Studies.

I am not the first teacher to protest against this situation. Some time ago Marion Gimby made it the subject of an excellent broadcast. Here are a few snatches from what she said:

'Our problem is the problem of the Old Woman in the Shoe. If teaching were only handing out information there would be no limit to the size of a class. Let no one think that when he has told me something he has taught me something. I may brush the idea aside. I may misunderstand. He must make sure that I know what he means and that I accept the truth of his conclusions, or have gained some skill in a given manipulation. This narrows the class instantly to the number one human being can keep check on.

Surely there is no place where the law of diminishing returns operate more painfully than in teaching. How you long to help these 'children'! What bitterness to know that you could do much for some of them, but with so many it seems that the harder you work the less you accomplish. How thin can you spread yourself and still call it teaching?

We must have smaller classes if the word 'Education' is to be anything but a mockery.'

In the "Problem of the Humanities" (The New Trail, University of Alberta, Summer, 1951) Professor F. M. Salter of the Department of English explains in concrete, realistic terms that to teach a student to improve his English is a very difficult, exacting and individual task, one that cannot possibly be performed under existing conditions in the big schools. No one really interested in the problem of heavy teaching loads can afford to miss reading this article in its entirety. Professor Salter knows, as he himself says he has been there.

Here the question arises. What progress has been made by the organized teachers in reducing the burden of large classes and heavy

teaching loads? So far as I can discover little ground has been gained to date and there is little prospect of much advance in the foreseeable future. The Canadian public must be told repeatedly until they really understand that there are certain conditions that favor learning, and others that surely prevent it. The core of the matter is that Education goes on learning results when pupil and teacher meet. The kind of education that emerges depends on the quality of the teacher and the conditions under which the meeting takes place. These are the two basic factors, the two essentials about which there must be no counterfeits. All the many and varied ideas that may be added are just commentary.

Are You Surprised?

1. The average enrolment in Edmonton Public School classrooms in December, 1951, was 33.4.
2. In June, 1951 Alberta's population was 936,858—an increase of 131,226 over June, 1946.
3. In grades I to VIII the estimated percentage increases of 1954-55 enrolments over those of 1949-50 in nine Canadian provinces are: Newfoundland, 24%; Prince Edward Island, 23%; Nova Scotia, 25%; New Brunswick, 25%; Ontario, 25%; Manitoba, 26%; Saskatchewan, 5%; Alberta, 23%; British Columbia, 47%. [Canadian Education Association News Letter, March, 1951]
4. There are now [Jan., 1952] 38 classes on double or triple shift in the Edmonton Public Schools.
5. Largely by reason of immigration there was a 7,000 increase in school enrolment in Alberta in 1951.
6. The Edmonton Separate School Board now employs 157 regular classroom teachers and 6 special or part-time teachers for the 5000 pupils in their 25 schools. The pupil enrolment has increased almost 70% during the period 1940-1950.
7. In Canada, 15% of the children who enter grade I reach grade XII. For Alberta the percentage is 21, for British Columbia where the proportion of urban schools is large, the percentage is 31.

SCHOOL BUILDING PROBLEMS

H T Sparby, University of Alberta

Today there are 17,000 more children attending Alberta schools than there were three years ago. During the three years previous to that, the increase was only 4,000. It is not surprising, therefore, that school boards throughout the province have recently become aware of a greater than usual need for more school accommodation.

That many school boards are taking measures to satisfy this need is revealed in a province-wide survey of school building programs appearing in the latest Annual Report of the Department of Education. This survey shows that during the 1949-50 school year 99 building projects, containing 309 general classrooms, were completed in Alberta. It also shows that on June 30, 1950, an other 79 buildings were under construction to provide an additional 362 classrooms.

No one would deny that the completion of these 691 new classrooms indicates real and substantial progress. However, school boards themselves are the first to point out that much yet remains to be done if adequate and satisfactory housing is to be provided for Alberta's rapidly increasing school population. Our province has now reached the age when many of its first school buildings, erected forty years ago, have completed their period of useful service and are in need of replacement. This, too, is becoming an increasingly significant influence in maintaining a continuing need for new school buildings.

The problems facing a school board about to erect a new building are numerous and varied. The size of the building must be determined

by means of a careful study of current and possible future enrolments. Often it is not too easy to settle upon the location of the building so that all parts of its attendance area are equitably served. A suitable site must be obtained. The planning and actual construction of the building present many special problems. And what is frequently the most difficult task of all, the building must be paid for. It is obvious that such a variety of problems requires expert advice from authorities in many fields. Not only school trustees, but also school superintendents, architects, school principals, contractors and others all play useful and necessary roles in school building programs. As our writer on this subject has recently said: "When building a school too many cooks do not spoil the broth."

It is, of course, beyond the scope of this short article to discuss all these problems, or even to analyse any one of them in detail. Instead, a few general comments will be made on modern trends in schoolhouse planning.

It has been well said that "instruction is the supreme purpose of the school, and all activities and services essential to the successful operation and improvement of instruction must be considered as contributory." Acceptance of this simple but basic principle determines what shall be the most important phase of a school building program, namely, planning the new building in such a way that it will contribute most effectively to "the supreme purpose of the school," instruction. Other phases may be important and some of them, such as avoiding accident and fire hazards

are extremely important but first and full consideration must be given to fitting the building to the instructional program which it is to serve.

What are the building requirements of today's instructional program, and to what extent do they differ from those of forty years ago? In the elementary school the most significant curriculum change from the standpoint of building requirements is the new varied emphasis now placed on pupil activities. Good teachers, of course, have always recognized the learning value of pupil activities and primary grade teachers in particular have long employed games, project work and other teaching devices to encourage active pupil participation. Today, however, the entire elementary-school curriculum is based on and organized around a carefully planned program of pupil activities. Pupils in these grades now spend a considerably larger part of the school day than formerly working together on joint undertakings. Small groups or committees of pupils attack special assignments related to a common over-all study topic. Since this kind of activity is best carried out around work tables where committee members can get their heads together for discussion and planning, more floor space is required than is needed when pupils spend all their time working alone at their desks. Furthermore, a classroom with easily movable furniture is necessary so that it can be adapted to the varying demands of the different activities. In short, what is wanted in the elementary school today is a workshop type of classroom with fewer pupils per classroom, say twenty-five instead of thirty-five.

In the high school many of the curriculum changes that have been made during the past thirty or forty

years have been a direct result of the larger numbers of pupils entering high school. Some years ago the pupils who continued their schooling by attending high school did so primarily because they were interested in obtaining an academic training, and the school gave them what they wanted. Recently, however, the larger enrollments have resulted in a more cosmopolitan high school population from the standpoint of interest and ability. To satisfy the more varied interests and to offer work suited to students lying outside the academic field, the high school has found it necessary to broaden its program. Now there are courses not only in Algebra and French but also in woodwork and typewriting. The implications for the high school building are clear. Traditional or standard-type classrooms, though still suitable for academic work, are alone no longer sufficient. Special-purpose classrooms, specially equipped must also be provided. Shops, homemaking rooms and typewriting rooms are typical examples.

For some years, gymnasium and auditorium facilities in schools were looked upon by many people as luxuries which catered to certain kinds of activities that were not too closely related to the more serious business of education. During recent years this attitude has been undergoing a marked change. The recognition today of the importance of all-round pupil development has caused the gymnasium particularly to be reclassified as one of the essential parts of a multiple-room school building.

Other special rooms too have been gaining recognition as important parts of a modern high-school building. For example, it is not uncommon now to find office space set aside for the use of the Students'

Council, or a workroom reserved for student activities such as publishing the school paper. This is, of course, a reflection of the changed attitude of educators toward extra-curricular activities. It is now realized that these activities have worth-while educative value and that they offer the pupils experiences which it is difficult to provide in regular school classes.

Perhaps the few examples which have been given of the additional building facilities now needed to

serve the school's instructional program are sufficient to indicate why many of our older school buildings are no longer adequate. The typical high-school building of thirty or forty years ago was little more than an aggregate of general purpose classrooms with sometimes a principal's office and a small science laboratory added. Suitable as such a building may have been for the high-school needs of its day, it can no longer serve adequately the more varied needs of today's broadened high-school program.

Progress Is Recorded

1. In 1950 buses the Alberta School Boards are conveying 25,000 children to schools where facilities better than those possible in small 'one' schools are provided.
2. There are approximately 425 motion picture projectors in use in Alberta's schools.
3. The monthly circulation of motion picture film from the Audio-Visual Aids Branch, Department of Education, is approximately 2500.
4. Progress of the Edmonton Separate School Board in providing buildings and equipment is indicated by these facts:
 - a. 41 classrooms have been constructed since 1945.
 - b. An \$100,000 extension to St. Joseph's High School is now being constructed.
 - c. One radio set is installed in each of 95 classrooms.
 - d. 91 classrooms are equipped with modern, movable pupil desks and tables.
 - e. A film strip library is being organized. Eight sound film projectors, two silent film projectors and 18 film strip projectors are now in use.
5. The Edmonton Public School Board spent \$3,20,000 for the construction of school buildings in 1951 and is now planning a \$3,000,000 program for 1952.
6. The Edmonton Public School Board provides left-handed desks for the more than 1300 pupils who write with the left hand. A special desk is provided for the hard-of-hearing, a second for those with poor eyesight and six others for those who do not make good progress in the regular classes.
7. The enrolment in evening classes at Victoria Composite High School in Edmonton exceeds 1400.
8. Alberta's third School of Agriculture and Home Economics, located at Fairview in the Peace River District, was opened in the autumn of 1951.

OBJECTIVES OF SECONDARY EDUCATION

Dr Herbert T. Coultis, Professor of Education, University of Alberta

Although practices in our secondary schools have remained much the same during the past half century, many changes, having an influence upon the schools, have been taking place. The evolution of our economy from its pioneering to its technological stage received impetus through science and invention, especially as these have affected the means of communication and transportation. One result has been the extension of the period of adolescence before youth assume the full responsibilities of adult citizens. There has been a consequent increase in public demand for education, partly to provide wholesome outlets for the energies of boys and girls, partly to meet the demand that education is a right of all who want it and can profit from it. To this must be added the growing emphasis upon education as a bulwark of democracy and upon the importance of the secondary school as an agency in preparation for effective citizenship. The chief outcome of these factors is that enrolments in Canadian secondary schools have increased out of all proportion to the increase in the general population.

The sociological changes suggested above have affected the educational contribution formerly made by the family, with the result that increased demands have been placed upon the schools. This coupled with growing enrolments, has resulted in a re-examining of the objectives of public education, particularly at the secondary level. Without minimizing the importance of subject matter, recent educational

thinking has tended to centre upon the learner—upon his continuous physical, intellectual, social, and spiritual growth, upon the changes effected in his behavior by the total learning experiences in the school and in his environment outside the school. This has led to re-emphasis upon the importance of general education or a common core of experiences differing in the level of attainment reached and the degree of understanding not in kind. Such a common core should result in control and use of the basic tools of communication (listening, reading, speaking, writing), social and civic participation, health and recreation and critical thinking. Beyond this core of common learnings there must be provision for specialization in areas in which the high school pupil shows special aptitude. These include conventional academic, exploratory and prevocational, cultural and recreational subjects. Among these high school students should plan, with the guidance of their parents and teachers, a program consistent with their needs, abilities and interests. It is in this area that the requirements of the individual of trade and industry and of colleges and universities can best be met.

Focusing upon these requirements the Curriculum Branch of the Department of Education has thought its way through to a statement of functional objectives for Alberta secondary schools. These, as set down in *The Curriculum Guide for Alberta Secondary Schools*, stress personal development, growth in

family living growth toward competence in citizenship, and occupational preparation.

Since respect for the worth of the individual is basic to the democratic ideal, the first object of the school is to assist each youth toward maximum self-realization. This involves many specific goals. Among these are physical and mental health, intellectual development, including ability to think objectively, to communicate one's thoughts clearly, to listen and read with discrimination and comprehension, to understand in general terms the methods and principles of mathematics and science and to appreciate the effect of their major findings on human affairs; to use with mastery those mathematical and scientific skills necessary for further academic training or vocational competence; and to understand and appreciate at least a part of our cultural heritage, the development of worthwhile recreational and leisure-time activities, the development of acceptable character traits, and the establishing of values, attitudes, and ideals which will eventually result in good habits and will recognize the spiritual side of man.

A second set of objectives centres in the importance of the family as a fundamental institution in our society. Secondary school pupils should recognize both the responsibilities and privileges of membership in the family group. They should appreciate the functions and duties of parents and the broader relationships of the family to its neighbors and to the community of which it is a part. Courses in literature, social studies, sociology and family living may contribute to the achievement of the goals mentioned.

Each secondary school pupil must grow in understanding of his place and responsibilities in that "expand-

ing community" which begins with his family and extends to the United Nations. To this end he needs some knowledge and appreciation of the historical antecedents of contemporary society. He needs, too, to gain competence in recognizing and attempting to solve the sort of public problems which will face him and upon which he will have to act as a citizen. He must develop democratic attitudes and establish democratic behavior in various group situations in the school and the community. He must form loyalties—to his home, his community, his province, his nation to the ideals of democracy and co-operative living. To train a good citizen also places upon the secondary school the duty of guiding its pupil to conserve and consume our resources wisely. Social studies, history, geography, economics, school and community projects, school clubs, and student government organizations may all make an important contribution toward the achievement of the outcomes desired here, though the ultimate test will be the way in which the individual acts as an adult citizen.

Finally, the secondary school must lay the foundation for post-school vocational training and employment by acquainting pupils with a range of vocational opportunities through exploratory courses and guidance services. It is not the prime function of the secondary school to produce vocationally trained pupils. Rather, it must provide a basis for occupational choice, must develop basic skills requisite for vocational success and must foster attitudes which will assist youth to become intelligent and productive participants in the economic life of the community.

The achieving of the functional objectives stated above demands carefully planned and adequately

equipped school plants a thoughtfully prepared curriculum and above all thoroughly competent and highly trained teachers. The goals are clear; the means of attaining

them still need our considered attention.

Reference: Curriculum Guide for Alberta Secondary Schools.

Facts Not Generally Known -

1. In Alberta the number of children attending grade XII is approximately 28% of the number registered in grade I. For the ten provinces as a whole the percentage is 15.
2. Of the students who graduated from grade XII in Alberta in 1951 2819 qualified for the High School Graduation Diploma, 944, or 34%, obtained university entrance standing.
3. Are scholarships the answer? In 1941 in the City of Edmonton, a university center, the probability of a child proceeding to university was 50% if his father was in the managerial, proprietor or professional vocational group; 26% if in the clerical, commercial, civil service, industrial and skilled labor group; 17% if in the unskilled labor group.
4. The University of Alberta High School, Edmonton, operates on a one-hour period and the pupils prefer it to the shorter period.
5. Social Studies which has long been a compulsory subject in grade XII is likely to be an elective in the revised programme.
6. The time to be devoted to English Language is to be increased by 40% in the revised high school programme.
7. There is an increased emphasis in English programmes upon intelligent use of such mass modes of communication as newspapers, magazines, motion pictures, radio and television.
8. After September 1, 1953, the matriculation requirements of all Faculties of the University of Alberta will be six grade XII examination subjects, instead of seven as now required by nearly all Faculties.
9. Until the year 1920 the Department of Education conducted final examinations in grades VIII, IX, X, XI and XII.
10. At the University of Alberta for the 1950-51 session
 - a. there were 2730 students registered,
 - b. 1373 of these students were from the City of Edmonton,
 - c. 1,359 came from the small towns, villages and rural areas of the Province,
 - d. of the 1,359 group, 905 were from agricultural homes,
 - e. there were 62 students from other parts of the British Commonwealth of Nations, and
 - f. there were 158 students of foreign birth.

THOSE JUVENILE DELINQUENTS

A J H Powell Principal McCauley Intermediate School, Edmonton

"What were you doing these three days, Homer?"

"I was collecting beer bottles in back alleys and selling them."

"Why did you need the money so badly?"

"For my grandmother."

The full story didn't come out for months, not, in fact, until grand mother herself one day visited my office to vent a little of her exasperation over the general guiltiness of things.

Early in the Great Depression Homer's father deserted his mother, leaving her to fend for four young children. Mother did the only possible thing in the circumstances—sold the furniture and bought passage home from Milwaukee to Grandma in Edmonton. The strain imposed upon the resources of the old people was shocking: so much so that before long Grandfather could stand it no more, he deserted Grandmother. And presently Mother died leaving Grandmother to raise the family.

She was a gallant old lady, but not a saint, and when her mood was black she would rail against the Fates and especially against the wretched spineless men who had dumped these hungry children into her care. Homer grew up until he became vulnerable to her tirades, and then, after some dinner-table diatribe more bitter than usual, he went out on his salvage expedition. The proceeds, \$4.35, he gave to Grandmother.

As I say it was months before all this family history came out, but there was so much pent-up wretchedness in the boy's eyes that I stepped off my magisterial perch long enough to say

"Homer, I guess you know what you are up against better than any one else. If you figure that you need to raise a little money any time, just take a day or two off, then come and tell me and I'll give you a clearance on your own say-so." Homer came to school on those terms until he was fifteen and able to get a small job in a warehouse. Later he served with the First Canadian Division throughout the war.

Most of the ingredients for juvenile delinquency are in that true story—rough locality, parental abdication, poverty and home insecurity—but the boy kept straight. The grandmother deserves the utmost credit for that, because she mitigated every aspect of the children's destitution. Two things helped her: the first was a little scout troop in the neighborhood, run by a woman who wanted her own children to have the right guiding influences, and saw that she would have to provide them her self. Homer was under her shrewd, kindly eye right through his teens. The other thing was school authority exercised with compassion. On this side of his difficult life Homer could feel that he was not being crowded and menaced, equally important the understanding shown by the principal and a little to restate Men in Homer's good opinion.

Every kind and degree of family disintegration comes to mind as one passes in review the juvenile delinquents he has known. The ugly

duckling daughter of a handsome divorced mother; the boy of immigrant parents both of whom are working, "making a killing" in this land of opportunity, while the lad is left to drag himself up, the farmer who has adequately raised five children out on the farm, but finds the last two quite uncontrollable when he buys a home in the city. And so on to infinity. It would require a case-study volume rather than a short article to discuss them profitably. But there is an interesting generalization which fits most of them. They are not aware of public authority as something really impinging upon their life.

Anyone familiar with trench warfare knows the boy who apprehends the sniper's bullet as something which hits some other fellow over in B Company, but which has no authority over himself. If the sniper's bullet hits his buddy on the same fire step, he becomes sober and careful; if it hits him it is too late to be careful because his brains are splattered on a sandbag. But before that happens he has had quite a few near ones whizz past him, and his sense of immunity has become almost arrogant.

A great many of our juvenile delinquents are like that. They are surrounded by thousands of level-headed youngsters whom a good home, parental precept, wholesome interests, native good sense and respect for law are keeping in safety. But this tiny minority of mavericks, lacking some or all of the proper environment controls, prefer No-man's-land as a stage for their exploits. In so far as they think about it at all they think in clichés . . . "You gotta be a sport." "I can take care of myself" etc. etc. When the law reaches out and puts a gang pal on suspended sentence, the juvenile delinquent's response is much the same

as the green young soldier's — a slightly nervous anticker and "Gee, that was getting close." When the law presently cracks down upon himself with nine months in Fort Saskatchewan the impact is shocking indeed. He may register bravado, but his garb of immunity has been torn off, and he feels very naked. Then he hastens to put on the cloak of imperturbability. "O.K. I can take it."

Hence the generalization. Juvenile delinquents are not aware of public authority as something really impinging upon their life. If they are to be made aware in good time, it must be done while they are within the field of training and it must be sharp without being catastrophic. I have lost count of the teen-age girls who thought I was just another dear old fuddy-duddy when I told them they must not smoke in the toilets, or way-lay and assault a fellow-student in the alley on the way home, but came to a sharp sense of the reality of authority when the strap was laid vigorously over their palms. (Over the years the number is not unduly large—I'm not actually an egg!)

It must be done while they are within the field of training. Someone in the Juvenile Welfare field should make a study of the circumstances in which our young carthorses, house-breakers and hoodlums left school. It might be discovered that only too frequently they are eased or squeezed or bounced out of the field of training in spite of being the very people who needed training most. Bouncing on the sidewalk may be a sharp vindication of authority but there is nothing on the sidewalk which will conduce to the client's further rehabilitation quite the contrary. The problem then is, how to keep the delinquent within the field of training, and while there teach him the reality

and efficiency of authority in his life. The solution is different for each, and for a few there is none.

The school can't do it all. If a child goes to school every school day from age 6 to age 18, he will still be out in the community ninety-two percent of his childhood. The community wants its children to be at home under supervision at a decent hour of the evening, and to

get their proper rest? Then the community must have the plain fortitude to make it stick. All public places of amusement, refreshment or sport should be closed to juveniles after ten p.m. Juveniles at large without adult escort after ten-thirty should be liable to the protective custody of the police. If such an astonishing reform were ever made and enforced most of our delinquency troubles would be over.

Facts Not Generally Known -

1. The problem child is a child with a problem.
2. Bright children tend to be above average in social development and to be rather uniformly high in attainment in all fields.
3. On the average, Canadian city children are absent from school 1.4 days per school year - rural children, 16.6 days.
4. Twenty-six per cent of Canadian children who leave school before completing grade XII say that they are forced to leave for economic reasons.

TEACHING AS A LIFE WORK

M. E. LaZarte, University of Alberta

Because of the ever increasing teacher shortage, the decreasing enrolments in teacher-training schools and the necessity of providing a good standard of education for children in Alberta and the nine other Provinces, I am prompted now to direct a few words to the boys and girls about to graduate from Grade XII who will soon be trying to decide what their life work is to be. What I have to say may help them decide whether teaching should be their profession. These boys and girls I now address as "You."

When trying to decide what your life work should be, there are a few important questions that you should ask yourself. One of the most important of these questions is "Will I be happy in the work?" How can you know in advance whether you would enjoy teaching? Here's a hint. Sit down and analyze both the job and yourself. Make a list of the strong and weak points in your personality and character. Make a second list of the qualities needed by a teacher. You can then compare your abilities and interests with those that you think a teacher should have. We shall mention only a few.

A teacher must be interested in young people and in their problems. He must be socially intelligent, that is, he must be sensitive and responsive to social behavior in others, and at the same time be able to influence them by gesture, attitude, action and spoken word. The teacher's influence must be for good as opposed to evil and for the beautiful as opposed to the ugly. Pupils become co-operative, optimistic, cheerful and industrious because of habits and inter-

ests acquired in the social and spiritual environment of the classroom. A teacher does not start out on a mission to remake society. He merely carries on sensibly with the work of teaching but his character and personality are such that his influence on pupils fosters the development of good character, good behavior and good citizenship.

Given these desirable character and personality traits, what next? I think you should ask yourself this question: "Am I interested in books, in ideas and in study?" A teacher is always a student. He lives with books as well as with people. A teacher who craves to be a student will soon cease to have a living, whole some, challenging classroom.

I think you should ask yourself as a third question, "Am I interested in teaching as a service to others? Do I like to instruct, question and direct the thinking of children?" Part of the pleasure of teaching comes from observing the accomplishments of one's pupils.

Another question worth considering is this: "Am I interested in doing exactly sixty minutes' work for one hour's pay?" If you are, you should not select teaching. Teaching is not a job as I intimated earlier. It is a profession. Professional workers are not time servers. No professionally-minded person selects teaching because the vacations are long and the school day rather short. If a teacher is interested in his work, there will be too few days in the year and too few hours in the day to get done the many things that should be done.

When selecting one's life work

one likes to think he will earn enough salary to make comfortable living possible. As a matter of fact the salary one receives should be adequate to allow him to marry, buy a house and raise a family at a standard of living that is common to his acquaintances in other professions. It is unfortunately true that in the past teachers have been very much underpaid. Salaries are improving at the present time and I believe that in the future they will be higher. The public is demanding higher standards in Education. Teachers must be better educated. We are fast moving to a time when probably all teachers will be university graduates. When Canada's present teacher shortage of 10,000 has been corrected the teacher-training institutions will begin to select their candidates: educational standards will be raised, and only those will be permitted to train as teachers who have the ability, the interests and the personality and character traits desirable in a good teacher.

As you consider the advisability of training as a teacher you will probably ask yourself, "What are the living and working conditions like in this work?" It is true that living accommodation in rural districts is not too satisfactory. One must remember, however, that schools are being consolidated and pupils are being transported more and more to central schools. As the number of central schools increases, the living conditions improve. If rural school boards could be persuaded to build good teachers' residences equipped with modern conveniences, in centres fairly accessible to three or four adjoining schools, teachers would find rural teaching more enjoyable. I must admit also that working conditions for teachers are not of the best. School buildings are

not equipped as are business offices. It is a case of "What is everybody's business is nobody's business." The public cannot be proud of its rural school buildings. If you are interested in teaching you must not worry too much about the school house, the equipment and the salary. Conditions surrounding teaching are improving.

One of the characteristics of life of society and of teaching is change. You and I must change with the times or elect to die professionally. If you enter teaching be prepared for change. It is interesting to note the changes that have taken place in schools and in teaching since I began work in my first little 53 pupil rural school. The rows of double desks, the slates and the accompanying damp rags that had seen long years, the blackboard filled with difficult sums in arithmetic, the Friday afternoon spelling matches, the readers whose smudgy finger-prints marked the lesson of the week pieced together by the ABC method then in vogue—these are all gone now. I find none of them in the rooms in which I work today. Fountain pens have replaced slate pencils; slates have given place to leather-bound loose leaf notebooks; spelling matches are taken lest some child develop an emotional complex as the result of shamefaced competition and inability to spell words orally in the presence of his classmates. Instead of blackboard sums in arithmetic we now have little problems about farms and goblins dancing in many colors on the pages of expensive texts and instead of the alphabet method of reading "cat-rat-bat" we have the rhyme and story or other meaningful approach to juvenile literature. What a marvellous change! Future years will bring changes just as striking. If you enter teaching you must as live in the

classroom that you grow with the times, ever responsive and enquiring concerning all things new

To one other point I should draw your attention. There is great freedom in teaching—freedom to take things easily or to be industrious, freedom to grow professionally or freedom to make of each year a dull repetition of the last checked off on the calendar. To the extent that a teacher uses freedom professionally, he develops a methodology. A little methodology may be acquired by imitation or from the "say so" of others, but vital, useful, satisfying procedures have in them something of the teacher's self, a professional self, born and nurtured in the social laboratory that is the school. We do not graduate teachers from the training colleges. We do a satisfactory job if we demonstrate what good teaching is, enthuse teachers-in-training about the possibilities that lie ahead, arouse an interest in study, enquiry and research, and give a little understanding of the meaning and use of freedom of which I spoke above. Without freedom there cannot be experimentation, without experimentation there can be little valid methodology and professional "know-how" without

sound tested methodology there can be little highly efficient instruction.

For those who learn the secret of using freedom, teaching may become a real profession filled with satisfaction and intangible rewards as through continuous experimentation there is derived a valid methodology that, at its best, is the basic component of the art of teaching.

'Teaching' is moving ahead rapidly in the Province of Alberta. Standards are being raised in the profession, the prestige of the teacher is increasing and teaching is moving forward slowly towards equality with the other professions. If you have the abilities and interests that lead to success in teaching, and if you wish to share in the privilege of educating Canadian youth, think carefully over what I have said. Probably you will decide to register in the Faculty of Education either next September or at a later date. You will not be embarking upon a financial career but if you find teaching a vocation suited to your interests and abilities, you will have ahead of you an interesting life, a life of service, freedom and responsibility, a life that may be enjoyable and satisfying.

YOU MAY QUOTE US

1. In September, 1951, the number of teachers in Canadian schools was approximately 87,000.
2. It costs Canada, on the average, \$260 to give one year of training to a prospective teacher.
3. On the basis of one teacher for every 30 pupils, it is estimated that in order to provide for increased enrollment and to compensate for the annual loss from the profession, a total of 50,604 new teachers will be required within the next five years. At least 45,000 of this number should be elementary teachers, an average of 9,000 per year. At present not half the number of teachers needed to fill this requirement is being trained in the normal schools and universities.—*Canadian Educational Association News Letter*, March, 1951 (Data for Quebec not available)
4. This year there are 354 men and 650 women enrolled as students in the Faculty of Education, University of Alberta. Last year, 1950-51 there were 435 men and 620 women.
5. Alberta schools are still short of teachers. In December, 1951, 144 schools were being operated with the help of supervisors hired by the Correspondence Branch of the Department of Education.
6. Of the 30 teachers on the staff of the Faculty of Education, University of Alberta, 11 have a Master's degree, 14 hold either a Ph.D. or an Ed.D. degree while 6 are currently registered in degree programs.
7. In the Alberta School Divisions there were 147 teacher resignations in 1951. The causes of the resignations were: "marriage," 14%; "Return to domestic duties," 35%; "To teach in another Division," 50%.
8. During the recent C.E.A. survey on The Status of the Teaching Profession, 654 teachers-in-training were questioned concerning their vocational plans. 225 said they expected to teach for less than 5 years, 280 said "Less than 10 years," 197 said, "Permanently," 168 said, "Then indecisive."
9. The educational status of 36,897 Canadian teachers as tabulated in 1948 was:

2 or more years of university education	3,405
1 year of university education beyond grade XII	986
Complete grade XII	18,365
Less than grade XII	28,905
Less than grade XI	8,653
Less than grade X	997

The maximum standing in Alberta is and then was graduation from grade XII.
10. Approximately 1,700 teachers attend summer school each year to improve their professional qualifications.
11. There is an urgent need for qualified teachers in the fields of industrial arts, home economics and commercial subjects.
12. The Edmonton Public School Board will probably require at least 110 new teachers for 1952-53.
13. 31.5% of the teachers in British Columbia are university graduates. 32% of Alberta's teachers have similar standing but this percentage has been increasing rapidly since 1948 when the university was given responsibility for all teacher training.

THE SCHOOLS HAVE

1. *Increasing enrolments. Communities with the least money generally have the relatively greatest number of children.*
2. *Far too many pupils per teacher.*
3. *High student mortality from grade to grade.*
4. *Inflated building and equipment costs.*
5. *A growing teacher shortage—an approaching crisis.*

THE SCHOOLS NEED

1. *More parent and citizen study groups to discuss and evaluate the schools, their programmes and their efficiency.*
2. *Money—Money for teachers' salaries*
—Money for buildings and equipment
—Money to finance secondary school curricula adapted to the needs of individual students.
3. *Federal Aid—in addition to increased Provincial assistance. Local boards and communities must have help.*

EDUCATION IS EVERYBODY'S BUSINESS. *How much thought have you given to the school and its needs?*

